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**REVIEW GUIDE FOR UNIT ONE: EXPLORATION AND COLONIZATION OF NORTH AMERICA**

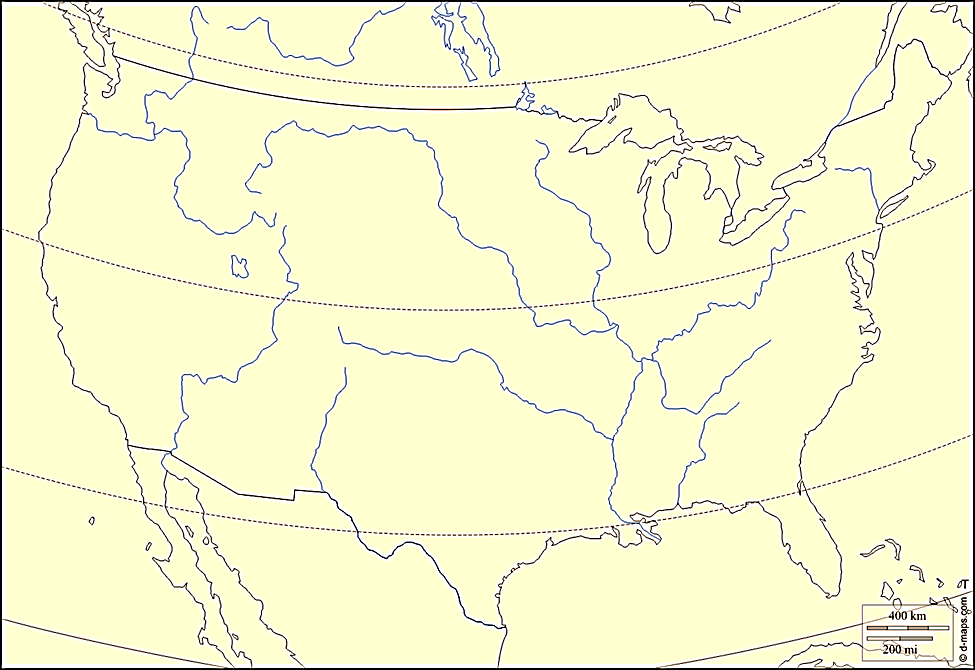
Be familiar with all of the terms below, and be able to identify each of the individuals listed. Many of the questions posed on this review guide will also appear on the Unit One test.

**Part I.** Geographic Features of North America. Place the appropriate letter in the box on the map.

**1A. The Atlantic Ocean 1B. The Hudson River 1C. The James River**

**1D. The Mississippi River 1E. The Ohio River 1F. The Gulf of Mexico**

**1G. The Appalachian Mts. 1H. The Rocky Mts. 1I. The Great Plain**



**Part II**. Exploration and Colonization. Europeans colonized for a variety of reasons. They were motivated by legends (like the Vikings), money (trade), and a desire to spread Christianity.

1. **The Renaissance** (p. 15- 16) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. **Portuguese exploration** (p. 16) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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[**NOTE**: Be certain you can identify Henry “the Navigator”, Bartolomeu Dias, and Vasco de Gama.]

3. **West African Kingdoms** (p. 16 – 17) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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[**NOTE**: Be familiar with the kingdoms of Mali, Ghana, and Songhai.]

4. **The Columbian Exchange** (p. 12 – 13) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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[**NOTE**: Be able to describe plants, animals, and diseases transferred and the human migration involved.]

5**. Role of disease in conquest of the Americas by Europeans** (NOTES, throughout text) - \_\_\_\_\_\_\_\_\_\_\_\_

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6. **Spanish Conquest** (p. 18 – 22) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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7. **French Conquest** (p. 23) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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[**NOTE**: Be able to compare and contrast the goals, methods, and relationships with Indians which characterized Spanish and French colonialism – they were quite different!]

**Part III. The New England Colonies – 1620 – 1740**

1. **The Pilgrims and the Puritans. What’s the difference? (p. 29)** - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. **Mayflower Compact (inset graphic, p. 28)** - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. **religious intolerance of Puritans (Anne Hutchinson, Roger Williams) (p. 30)** - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3A. ***Thomas Hooker left the Puritans to establish Connecticut. Religious Freedom and universal male suffrage were two characteristics of that society. Neither existed in Massachusetts Bay Colony.***

4. **direct democracy, or town hall meetings** (p. 38) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***NOTE:*** A similar term is “Athenian Democracy,” since it is similar to the system used in ancient Greece.

5. **List at least five (5) characteristics of the New England economy** (p. 37, text or map) - \_\_\_\_\_\_\_\_\_\_\_\_

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6A. **Economic Opportunity in New England**. Based on your NOTES and readings, was it possible to move from the lower classes to middle classes? Did settlers achieve comfort and some level of prosperity?

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6B. **Puritan work ethic and thrift** (p. 38, under “Puritan Society) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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7. **Puritan intolerance – especially towards Quakers, dissenters**. (p. 29 – 31) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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8. **Social status tied to standing with the Church**. (p. 37 – 38) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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9. **public education, Sunday School, Biblical teachings** (p. 38) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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10. **Religious dissenters** (p. 30, inset biographies, for example) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Part IV. The Middle Colonies, 1640 - 1740**

1. **religious toleration** (p. 32) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. **economic opportunity** (p. 38 – 39 or NOTES) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. **Dutch New Amsterdam** (p. 31-32) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. **NOTE**: In order to vote in the colony of Pennsylvania, one was required to be male, own at least fifty (50) acres of land, and be a Christian.

5. Describe the economy of the Middle Colonies (NOTES, p. 39 – 40) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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6. **The Middle Class and economic and social mobility in the Middle Colonies**. (NOTES on Middle Colonies.) (p. 38 -39) –

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7. **Know the major ports and centers of trade in the Middle Colonies**: New York City and Philadelphia.

8. **Be able to explain the social structure of “urban society” in the Middle Colonies**. (p. 38 -39)

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8. **William Penn’s “Holy Experiment” – foundation of Pennsylvania** (p. 32) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Part V. The Southern Colonies 1587 - 1740**

1. **Jamestown, 1607** (p. 26-27) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. **The Virginia Company of London** (p. 26) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. **The House of Burgesses** (p. 27) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. **Southern plantation agriculture**(p. 35, p. 36) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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5. **Slavery at Jamestown, 1619** (p. 27) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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6. **Indentured servants** (p. 34) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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7. **Enslaved African Americans on plantations** (p. 44-45) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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8. **The “Middle Passage”** (inset, p. 44-45) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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9. **NOTE**: The most influential church in the South was the Anglican Church, which had strong ties to the nation of England. The King – originally it had been King Henry VIII – was the leader of the Church.

10. **Land ownership as a status in the South** (p. 35 – 36) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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11. **NOTE**: Most Southerners were not plantation owners, but instead subsistence farmers. They grew crops simply to feed themselves. If they sold crops at all, it would be to their neighbors.

12. **Act of Toleration of 1649 in Maryland** (p. 27 – 28) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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13. **Bacon’s Rebellion** (p. 36) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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14. **The Stono Rebellion** (p. 44 – 45) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Part VI. Political Philosophers and Important Movements**

1. **John Locke** (p. 46) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. **Jean Jacques Rousseau** (p. 46 – 47) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. **Montesquieu** (p. 47) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. **The Enlightenment** (p. 45) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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5. **The English Bill of Rights** (p. 41) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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6. **The Great Awakening** (p. 47) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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